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ABSTRACT

In February 1995, Prince George's Community College (PGCC) conducted a study of all 8,739 students who graduated from the 18 community colleges in Maryland in fiscal year 1994. The study sought to determine outcomes for PGCC graduates with respect to their level of goal achievement, satisfaction with their college, transfer and employment status, and employment status while attending college. Outcomes for PGCC graduates were also compared to those for graduates statewide and from four peer colleges comparable in size to PGCC. Study findings, based on responses from 42% (n=337) of PGCC graduates and 48% (n=4,157) of the statewide graduates, included the following: (1) compared to graduates statewide and at the four peer colleges, PGCC had the highest percentage of graduates who indicated that they had completely achieved their goal in attending college at 76%; (2) compared to peer colleges, PGCC graduates who transferred were more likely to attend their senior institution part-time; (3) 53% of PGCC graduates had worked full-time while attending, compared to 43% of the statewide graduates; (4) 63% of PGCC graduates were employed full-time after graduation, compared to 56% of the statewide graduates; and (5) only 31% of PGCC graduates were employed in Prince George's County, while 42% were employed in the District of Columbia. The survey instrument is appended. (TGI)

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FY94 Graduate Follow-up Survey

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Research Brief RB96-14

March 1996

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

GRADUATE FOLLOW-UP SURVEY, FY94

Research Brief RB96-14
March 1996

Introduction

This research brief presents findings from the Fiscal Year 1994 Graduate Follow-up Survey coordinated by the Maryland Higher Education Commission. Every other spring, each community college in the state administers an identical questionnaire to all students who graduated during the preceding fiscal year.

Following a brief overview of survey methodology, the report highlights findings in six areas:

1) Reasons for Attending Community College
2) Community College Goal Achievement
3) Satisfaction with Community College Services
4) Transfer to Senior Institutions
5) Employment Status while Attending Community College
6) Current Employment Status

Methodology

The survey instrument, designed by the Maryland Community College Research Group, was similar to that used in prior surveys (a copy is appended). In February 1995, surveys were mailed to all 8,739 students who graduated from the 18 community colleges in Maryland during fiscal year 1994. Two weeks after the initial mailing, a second survey packet was sent to all nonrespondents. State-wide, a total of 4,157 surveys were returned for analysis (resulting in a response rate of 48 percent). At Prince George's Community College, 337 surveys were collected from 811 graduates (for a response rate of 42 percent). The other large community colleges analyzed in this research brief (Anne Arundel Community College, Catonsville Community College, Essex Community College, and Montgomery College) had respective response rates corresponding to 577 surveys out of 1,084 graduates (or 53 percent), 358 surveys out of 794 graduates (or 45 percent), 396 surveys out of 938 graduates (or 42 percent), and 478 surveys out of 1,135 graduates (or 42 percent).

All tables in this research brief exclude missing cases. Percents may not sum to 100 due to rounding.

Reasons for Attending Community College

The table below addresses the most important reason that graduates gave for attending their community colleges. Graduates from each of the other large community colleges were more likely than graduates from PGCC to have attended for transfer purposes, with the likelihood higher by as much as 10 percentage points (38 percent at AACC versus 28 percent at PGCC). This pattern existed in fiscal year 1992 as well: 30 percent of PGCC graduates attended primarily for transfer purposes, compared to 39 percent of AACC graduates, 32 percent of CCC graduates, 39 percent of ECC graduates, and 32 percent of MC graduates.

Graduate Follow-up Survey, FY94
Most Important Reason for Attending Community College

Reason	State	AACC	CCC	ECC	MC	PGCC
Transfer to a Four-Year College	30%	38%	30%	37%	33%	28%
Earn an Associate Degree	18%	17%	20%	17%	18%	22%
Prepare for a Different Career	18%	13%	16%	15%	17%	20%
Prepare for a First Career	12%	8%	10%	8%	14%	10%
Update Skills for Current Job	7%	5%	7%	7%	8%	7%
Explore a New Occupation	3%	3%	3%	3%	2%	4%
Obtain a Raise or Promotion	6%	8%	8%	5%	3%	4%
Take Courses for Self-Enrichment	2%	2%	<1%	3%	1%	2%
Explore a New Academic Area	1%	1%	1%	1%	1%	1%
Other	4%	5%	6%	5%	5%	3%
TOTAL RESPONDENTS	4,047	562	344	394	458	327

Community College Goal Achievement

Most graduates reported that their most important reason for attending community college had been achieved. Of the 331 respondents from PGCC, 76 percent said their goal had been completely achieved, while 19 percent said partly achieved, and 5 percent said not achieved. These ratings differed by no more than 5 percentage points from the respective ratings at the other large community colleges. The percent of graduates reporting complete goal achievement was higher for PGCC than for the state average and all four peer colleges.

Graduate Follow-up Survey, FY94
Extent to which Most Important Reason for Attending was Achieved

Extent	State	AACC	CCC	ECC	MC	PGCC
Completely	72%	74%	72%	75%	71%	76%
Partly	22%	21%	21%	20%	23%	19%
Not	6%	4%	7%	4%	6%	5%
TOTAL RESPONDENTS	4,112	568	355	394	472	331

All Maryland community colleges are committed to ensuring that their graduates attain the knowledge, skills, and values associated with a liberal arts education. To facilitate this, all programs require completion of a specified number of credits in general education courses. Graduates are asked in the follow-up survey to rate (on a five-point scale) the extent to which their community college attendance helped them achieve 10 goals of general education.

Among PGCC graduates, the highest average ratings were given to enjoyment of learning (with a 4.04 average rating), clarification of academic/career goals (with a 3.92 average rating), and self-confidence (with a 3.89 average rating). These items received the highest average ratings at the other large community colleges as well. PGCC respondents gave the lowest ratings to the college's enhancement of their appreciation of art, music, and literature.

Graduate Follow-up Survey, FY94 Average Ratings for Achievement of General Education Objectives (1 = Not at All, and 5 = A Great Deal)							
Objective	State	AACC	CCC	ECC	MC	PGCC	N
Enjoyment of Learning	3.88	3.78	3.85	3.94	3.85	4.04	328
Clarification of Academic/Career Goals	3.89	3.82	3.83	3.92	3.82	3.92	326
Self-Confidence	3.89	3.84	3.78	3.83	3.75	3.89	328
Understanding of Science & Technology	3.52	3.30	3.50	3.37	3.52	3.50	321
Writing Skills	3.54	3.48	3.42	3.49	3.67	3.48	324
Ability to Use Mathematics	3.26	3.23	3.08	3.10	3.24	3.28	319
Reading Comprehension	3.24	3.15	3.11	3.22	3.30	3.26	321
Attentiveness to News & World Events	3.01	2.94	2.86	2.98	2.98	3.02	323
Knowledge of Other Cultures & History	2.92	2.89	2.90	2.97	2.93	2.88	326
Appreciation of Art, Music, or Literature	2.88	2.73	3.03	3.04	2.93	2.70	320

Satisfaction with Community College Services

Graduates were asked to rate various services at their community colleges on a five-point scale (1 equaled very poor, and 5 equaled very good). Classroom instruction and overall quality had the highest average ratings among PGCC graduates (with respective average ratings of 4.18 and 4.15). Similar average ratings were given by graduates from the other community colleges.

Graduate Follow-up Survey, FY94 Average Ratings for Community College Services (1 = Very Poor, and 5 = Very Good)							
Service	State	AACC	CCC	ECC	MC	PGCC	N
Classroom Instruction	4.23	4.28	4.22	4.13	4.27	4.18	328
Overall Quality	4.22	4.32	4.24	4.17	4.15	4.15	326
Faculty Availability	4.17	3.91	4.08	4.02	4.10	4.07	324
Library	3.90	3.92	4.02	3.73	3.88	4.04	308
Class Scheduling	3.96	4.00	3.96	3.99	3.86	4.00	328
Tutorial Services	3.76	4.08	3.74	3.76	3.58	3.85	153
Laboratory Equipment	3.85	3.90	3.75	3.74	3.89	3.82	271
Developmental English	3.85	3.86	3.90	3.80	3.79	3.79	78
Developmental Math	3.87	3.89	3.81	3.94	3.75	3.74	107
Developmental Reading	3.77	3.79	3.81	3.78	3.73	3.71	79
Academic Advising	3.58	3.51	3.59	3.23	3.34	3.57	302
Student Activities	3.52	3.65	3.83	3.54	3.30	3.48	149
Job Placement Service	3.24	3.13	3.32	3.39	3.17	3.09	104

Transfer to Senior Institutions

The survey included a number of questions concerning the educational experiences of graduates after the completion of their community college programs. Forty-eight percent of the PGCC respondents indicated they had taken courses at a four-year college or university. In contrast to graduates from each of the other large community colleges, graduates from PGCC were more likely to take part-time loads (26 percent) and less likely to take full-time loads (22 percent). At the other large community colleges, the part-time figures were as low as 16 percent (for AACC and MC), while the full-time figures were as high as 40 percent (for AACC). During fiscal year 1992 as well, PGCC graduates were more likely to attend senior institutions on a part-time basis (25 percent) and less likely to attend on a full-time basis (23 percent) than were the graduates from other large community colleges. The lowest part-time rate was 16 percent (among AACC graduates). The highest full-time rate was for graduates of AACC and ECC (both at 37 percent).

Graduate Follow-up Survey, FY94 Course Loads at Senior Institutions						
Load	State	AACC	CCC	ECC	MC	PGCC
Full-time	29%	40%	27%	37%	34%	22%
Part-time	16%	16%	17%	17%	16%	26%
No Courses	55%	44%	56%	46%	51%	52%
TOTAL RESPONDENTS	4,089	568	354	386	475	326

Although students reported transferring to a variety of institutions, including private and public colleges both in and out of Maryland, four out of every five PGCC respondents attended one of three institutions: the University of Maryland at College Park, the University of Maryland University College, or Bowie State University. Among PGCC graduates, the respective percentages at UMCP, UMUC, and Bowie were 35 percent, 26 percent, and 18 percent. No other large community college had a higher enrollment rate at UMUC or Bowie. The next highest enrollment rate at UMUC was 18 percent (among MC graduates), while the next highest enrollment rate at Bowie was 2 percent (among AACC graduates and MC graduates). A similar pattern existed in fiscal year 1992, with 25 percent of PGCC graduates attending UMUC and 14 percent attending Bowie. MC sent the next highest number of graduates to UMUC (17 percent), and AACC was the only other large community college to send graduates to Bowie (3 percent).

Graduate Follow-up Survey, FY94 Institutions Enrolling Graduates from Maryland Community Colleges						
Institution	State	AACC	CCC	ECC	MC	PGCC
UMCP	14%	14%	3%	2%	44%	35%
UMUC	10%	12%	5%	1%	18%	26%
Bowie State	2%	2%	0%	0%	2%	18%
Private (Out-of-State)	4%	3%	1%	3%	4%	5%
Private (In-State)	7%	3%	12%	9%	5%	4%
Public (Out-of-State)	10%	8%	4%	5%	12%	4%
Towson State	16%	15%	21%	40%	5%	4%
Salisbury State	4%	5%	1%	2%	0%	1%
UMAB	2%	4%	2%	5%	0%	1%
UMBC	10%	18%	23%	7%	6%	1%
Other	1%	1%	0%	2%	0%	2%
TOTAL RESPONDENTS	1,826	314	154	205	234	158

Most respondents who had transferred continued in programs similar to their community college program. Among PGCC graduates, 48 percent were in the same fields, and 30 percent were in related fields. CCC had the fewest graduates in the same fields (34 percent or 14 percentage points lower than PGCC). Among fiscal year 1992 graduates, 50 percent of PGCC graduates studied in the same field as their community college program, versus 42 percent of AACC and CCC graduates.

Graduate Follow-up Survey, FY94 Similarity between Academic Fields Chosen at Community Colleges and at Senior Institutions						
Similarity	State	AACC	CCC	ECC	MC	PGCC
Same Fields	44%	40%	34%	41%	49%	48%
Related Fields	34%	40%	38%	32%	33%	30%
Different Fields	22%	20%	28%	27%	18%	22%
TOTAL RESPONDENTS	1,794	314	150	201	231	152

How well did community college prepare students for study at senior institutions? Among PGCC graduates, 31 percent rated their preparation very good (with an average rating of 4.10). The college with the highest very good figure was AACC, with 40 percent of the respondents indicating very good and an average rating of 4.21.

Graduate Follow-up Survey, FY94
Ratings of Preparation for Senior Institutions
(Very Good = 5, and Very Poor = 1)

Rating	State	AACC	CCC	ECC	MC	PGCC
Very Good	36%	40%	39%	35%	39%	31%
Good	46%	46%	51%	44%	45%	51%
Fair	14%	11%	7%	19%	15%	14%
Poor	3%	4%	3%	2%	2%	3%
Very Poor	1%	<1%	1%	1%	0%	1%
Average Rating	4.13	4.21	4.25	4.10	4.20	4.10
TOTAL RESPONDENTS	1,786	308	4.25	202	230	153

Respondents were asked if any credit for community college courses for which they had received a grade of C or better had not been accepted at their transfer school. While 26 percent of PGCC graduates reported course rejections (with an average loss of 11 credit hours), the figure was as high as 44 percent of MC graduates (with an average loss of 10 credit hours). The corresponding proportions for fiscal year 1992 were 34 percent of PGCC graduates and 35 percent of MC graduates, with respective average losses of 11 credit hours and 12 credit hours.

Graduate Follow-up Survey, FY94
Rejection of Credit for Courses with Grades of C or Better

Rejection	State	AACC	CCC	ECC	MC	PGCC
No	66%	73%	60%	69%	56%	74%
Yes	34%	27%	40%	31%	44%	26%
TOTAL RESPONDENTS	1,732	294	152	198	222	145

Why were courses with grades of C or better rejected for transfer? PGCC graduates were more likely than graduates from the other community colleges to have courses rejected due to having had more courses than could be credited towards a bachelor degree (mentioned by 58 percent of 38 PGCC graduates versus as few as 34 percent of 61 CCC graduates). Given the number of graduates in the table below, differences among institutions may represent the experiences of a few individuals.

Graduate Follow-up Survey, FY94 Reasons why Courses were Rejected by Senior Institutions						
Reason	State	AACC	CCC	ECC	MC	PGCC
Earned over 60 Credits	44%	45%	34%	44%	55%	58%
No Similar Courses	49%	44%	51%	35%	44%	39%
Changed Major	7%	8%	11%	11%	7%	11%
Other	21%	24%	23%	15%	15%	18%
TOTAL RESPONDENTS	591	80	61	62	97	38

Employment Status while Attending Community College

Most respondents were employed while they attended the community college. In contrast to the graduates from other large community colleges, the graduates from PGCC were more likely to have worked full-time (53 percent at PGCC versus 48 percent at AACC, 52 percent at CCC, 37 percent at ECC, and 44 percent at MC). This pattern held in fiscal year 1992 as well, with 55 percent of PGCC students having been employed full-time (versus 46 percent for AACC, 51 percent for CCC, 41 percent for ECC, and 44 percent for MC graduates).

Graduate Follow-up Survey, FY94 Primary Employment Status of Graduates while at their Community Colleges						
Employment	State	AACC	CCC	ECC	MC	PGCC
Full-time	43%	48%	52%	37%	44%	53%
Part-time	41%	41%	37%	49%	38%	32%
Did Not Work	16%	12%	11%	14%	18%	15%
TOTAL RESPONDENTS	4,080	565	353	386	473	326

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Current Employment Status

The survey asked about the employment status of graduates at the time of the survey, about 9 months after most had graduated from the community college. PGCC graduates were more likely than other large community college graduates to be employed full-time (68 percent at PGCC compared to a low of 51 percent at AACC, ECC, and MC) and less likely to be full-time students (16 percent among PGCC graduates and a high of 37 percent among AACC graduates). Among the class of 1992, 65 percent of PGCC graduates were employed full-time (versus 52 of AACC graduates, 63 percent of CCC graduates, 53 percent of ECC graduates, and 55 percent of MC graduates). Twenty-one percent of PGCC graduates were full-time students, while the respective figures for graduates from the other large community colleges were 33 percent, 31 percent, 34 percent, and 29 percent.

Graduate Follow-up Survey, FY94
Current Employment Status of Community College Graduates

Status	State	AACC	CCC	ECC	MC	PGCC
Employed Full-time	56%	51%	65%	51%	51%	68%
Employed Part-time	26%	29%	23%	30%	27%	21%
Part-time Student	17%	19%	16%	16%	15%	21%
Full-time Student	27%	37%	23%	34%	31%	16%
Full-time Homemaker	5%	5%	3%	6%	4%	5%
Unemployed (Looking)	5%	3%	4%	5%	5%	5%
Unemployed (Not Looking)	2%	1%	1%	2%	2%	2%
Retired	1%	1%	1%	1%	<1%	1%
Active Military	1%	2%	1%	1%	<1%	<1%
TOTAL RESPONDENTS	4,157	577	358	396	478	337

As expected, most graduates were employed in the same county as the college they attended, or in a neighboring jurisdiction. A plurality (42 percent) of PGCC graduates worked in Washington, DC, and less than a third (31 percent) were employed in Prince George's County. In contrast, 63 percent of the graduates of Montgomery College and 57 percent of the graduates of Anne Arundel Community College were employed in their respective counties.

Graduate Follow-up Survey, FY94 Work Locations of Graduates						
Location	State	AACC	CCC	ECC	MC	PGCC
Washington, DC	8%	5%	1%	1%	16%	42%
Prince George's	6%	7%	3%	0%	8%	31%
Other States	10%	7%	6%	3%	6%	11%
Montgomery	9%	2%	1%	2%	63%	7%
Anne Arundel	10%	57%	9%	5%	0%	4%
Baltimore City	13%	10%	25%	39%	1%	2%
Baltimore County	11%	5%	33%	39%	1%	1%
Charles	2%	0%	1%	0%	0%	1%
Howard	4%	6%	11%	1%	<1%	1%
TOTAL RESPONDENTS	2,236	276	220	189	238	222

The table below provides information about the relationship between the current jobs and the academic fields of employed graduates. The figures for PGCC differ by no more than 9 percentage points from the figures for the other large community colleges (with 49 percent of PGCC graduates working in their academic fields, 29 percent working in areas related to their academic fields, and 22 percent working in areas not related to their academic fields).

Graduate Follow-up Survey, FY94 Relationship between Current Jobs and Academic Fields						
Relationship	State	AACC	CCC	ECC	MC	PGCC
Same Fields	50%	40%	50%	50%	45%	49%
Related Fields	28%	32%	26%	29%	34%	29%
Different Fields	22%	29%	23%	22%	21%	22%
TOTAL RESPONDENTS	2,301	286	224	200	239	223

When did the community college graduates begin their current jobs? While 39 percent of PGCC graduates had begun their jobs prior to enrolling, the figure was as low as 29 percent of MC graduates (during fiscal year 1992 the corresponding numbers were 40 percent at PGCC and 33 percent at MC). A difference of 10 percentage points existed between PGCC and CCC among graduates who started in their current jobs after graduation (37 percent of PGCC graduates compared to 27 percent of CCC graduates). In fiscal year 1992, the rate was 34 percent among PGCC graduates and 38 percent among CCC graduates.

Graduate Follow-up Survey, FY94
When Graduates Began their Current Jobs

Starting Date	State	AACC	CCC	ECC	MC	PGCC
Before Community College	34%	40%	43%	35%	29%	39%
During Community College	25%	23%	30%	28%	25%	24%
After Community College	41%	36%	27%	38%	46%	37%
TOTAL RESPONDENTS	2,305	290	225	199	242	223

Among full-time workers, a slightly higher percent of graduates from PGCC than from peer institutions rated their community college preparation for full-time employment as very good or good. For these two rating categories combined, the college received somewhat higher marks than the state average as well (83 percent very good or good compared to 78 percent very good or good).

Graduate Follow-up Survey, FY94
Ratings of Preparation for Full-time Employment
(Very Good = 5, and Very Poor = 1)

Rating	State	AACC	CCC	ECC	MC	PGCC
Very Good	31%	28%	27%	30%	26%	31%
Good	47%	48%	47%	46%	51%	52%
Fair	20%	20%	24%	22%	21%	15%
Poor	2%	3%	2%	3%	1%	2%
Very Poor	1%	2%	1%	0%	1%	1%
Average Rating	4.04	3.97	3.98	4.02	4.00	4.10
TOTAL RESPONDENTS	2,102	250	204	179	222	199

Summary

This research brief presented findings from the Fiscal Year 1994 Graduate Follow-up Survey coordinated by the Maryland Higher Education Commission. Every other spring, each community college in the state administers an identical questionnaire to all students who graduated during the preceding fiscal year. At Prince George's Community College, 337 surveys were collected from 811 graduates (for a response rate of 42 percent). To place the PGCC findings in context, responses from the other large community colleges in Maryland (Anne Arundel Community College, Catonsville Community College, Essex Community College, and Montgomery College) were included. Among the findings for fiscal year 1994 graduates were that:

* The percent of graduates reporting that they had completely achieved their goal in attending community college was higher for PGCC than for all four peer colleges and the state-wide average.

* Compared to peer colleges, PGCC graduates who transferred were less likely to be full-time students at senior institutions.

* PGCC graduates were most likely to transfer to University of Maryland campuses located in Prince George's County: the University of Maryland College Park, the University of Maryland University College, and Bowie State University accounted for nearly 80 percent of PGCC transfers.

* 26 percent of PGCC graduates transferring to senior institutions lost credit in transfer, compared to 44 percent of transferring graduates from Montgomery College and a state-wide average of 34 percent. Three-fifths of PGCC graduates who lost credits in transfer did so because they had earned over 60 credits at PGCC.

* 53 percent of PGCC graduates worked full-time while attending, versus 43 percent of all Maryland community college graduates.

* 68 percent of PGCC graduates were employed full-time after graduation, compared to as few as 51 percent of graduates from Anne Arundel Community College, Essex Community College, and Montgomery College.

* Less than a third of PGCC graduates were employed in Prince George's County. A plurality (42 percent) worked in the District of Columbia.

Hershel Alexander
Research and Planning Analyst

GRADUATE FOLLOW-UP SURVEY

MARYLAND COMMUNITY COLLEGES

The purpose of this questionnaire is to help your community college and the Maryland Higher Education Commission to assess and improve programs. Please complete the survey and return it in the stamped envelope provided. Additional comments are welcome. All answers will be strictly confidential. Thank you for your assistance in helping us evaluate our programs and services.

(Please make corrections if necessary)

Name: _____

Address: _____

_____

A. What is your current work/education status? (Check all that apply.)

[ ] 1. Employed full-time (35 or more hours per week)
[ ] 2. Employed part-time
[ ] 3. Full-time student (12 or more credit hours)
[ ] 4. Part-time student
[ ] 5. Active military service
[ ] 6. Full-time homemaker
[ ] 7. Unemployed and seeking a job
[ ] 8. Unemployed and not seeking a job
[ ] 9. Retired

B. Below are a number of reasons for attending a community college. Please rate how important each was to you. For each item, circle the number that most clearly reflects your opinion.

	Reason		
	Very Important	Somewhat Important	Not Important
1. Prepare for entry into first career	3	2	1
2. Prepare for entry into different career	3	2	1
3. Update skills for current job	3	2	1
4. Prepare for transfer to four-year institution	3	2	1
5. Self-enrichment/courses of interest only	3	2	1
6. Explore new occupational area	3	2	1
7. Explore new academic area	3	2	1
8. Obtain salary increase and/or job promotion	3	2	1
9. Earn an associate in arts degree	3	2	1
10. Other (specify) _____	3	2	1

C. Please give the number (from question B) of the single most important reason for deciding to attend this community college. _____

D. Was your most important goal (indicated in question C) achieved by the time you graduated from this community college?

[ ] 3. Achieved completely [ ] 2. Achieved partly [ ] 1. Not achieved

E. Did your attendance at this community college contribute to your personal development in the following areas? (For each item, circle the number that most closely reflects your experience.) My experience at this community college:

	A Great Deal		A Fair Amount		Not at All
1. Improved my writing skills	5	4	3	2	1
2. Enhanced my appreciation of art, music, or literature	5	4	3	2	1
3. Increased my ability to use mathematics	5	4	3	2	1
4. Improved my understanding of science and technology	5	4	3	2	1
5. Increased my attentiveness to news and world events	5	4	3	2	1
6. Clarified my educational or career goals	5	4	3	2	1
7. Enhanced my self-confidence	5	4	3	2	1
8. Improved my reading comprehension	5	4	3	2	1
9. Increased my knowledge of other cultures & periods of history	5	4	3	2	1
10. Increased my enjoyment of learning	5	4	3	2	1

F. During the semester(s) you attended this community college, did you work:

[ ] 1. Primarily full-time (35 or more hours per week)
[ ] 2. Primarily part-time
[ ] 3. No, most of the time I did not work

G. During the semester(s) you attended this community college, did you attend primarily full-time or part time?

[ ] 1. Primarily as a full-time student (12 or more credit hours per term)
[ ] 2. Primarily as a part-time student

H. Please rate each of the following aspects of this community college. (Circle the answer that most closely reflects your opinion.)

	Very Good	Good	Fair	Poor	Very Poor	No basis to Judge
1. Quality of classroom instruction	5	4	3	2	1	0
2. Quality of laboratory equipment	5	4	3	2	1	0
3. Faculty availability/helpfulness	5	4	3	2	1	0
4. Class scheduling	5	4	3	2	1	0
5. Academic advising	5	4	3	2	1	0
6. Developmental Reading courses	5	4	3	2	1	0
7. Developmental English courses	5	4	3	2	1	0
8. Developmental Math courses	5	4	3	2	1	0
9. Library	5	4	3	2	1	0
10. Tutorial services	5	4	3	2	1	0
11. Student activities	5	4	3	2	1	0
12. Job placement/referral services	5	4	3	2	1	0
13. Overall quality of college	5	4	3	2	1	0

I. Have you taken courses at a four-year college/university since graduating from this college?(Check only one.)

[ ] 1. Yes, primarily as a full-time student (12 or more credit hours per term)
[ ] 2. Yes, primarily as a part-time student
[ ] 3. No, I have not taken courses at a four year college/university (skip to question T)

J. What is the name of the four- year college/university to which you have transferred?

College/University _____ Location/Campus _____ Major _____

K. Do you intend to earn a bachelor's degree at the above named institution?
[ ] 1. Yes
[ ] 2. No
[ ] 3. Not sure

L. Is your current major in the same academic field as the program from which you graduated at this community college? Academic program is in:
[ ] 1. Same academic field
[ ] 2. Somewhat related academic field
[ ] 3. Different academic field

M. How many credit hours have you completed at your transfer college/university? _____ credit hours completed

N. What is your overall grade point average (GPA) for credits earned at your transfer college/university (based on a 4-point scale)? ___ . ___ ___ GPA

O. How well did the community college prepare you for transfer? Preparation was:

[ ] 5. Very good [ ] 4. Good [ ] 3. Fair [ ] 2. Poor [ ] 1. Very poor

P. Were any credits for courses with a "C" or better from this community college NOT accepted at your transfer college/university?
[ ] 1. Yes
[ ] 2. No (skip to question T)

Q. How many credit hours with a "C" or better were NOT accepted? _____ credit hours

R. Why were the courses with a "C" or better NOT accepted? (Check all that apply.)
[ ] 1. Changed major
[ ] 2. Earned over 60 credits
[ ] 3. No comparable course offered at the transfer college
[ ] 4. Other (please specify)_____

S.What community college courses were not accepted that you expected to transfer?

(Please specify course(s))_____

IF YOU ARE NOT CURRENTLY EMPLOYED, GO TO QUESTION AB.
IF YOU ARE CURRENTLY EMPLOYED, PLEASE CONTINUE.

T. What is your current job title? _____

U. Where is your job located? Company/Employer's name: _____

City_____ County_____ State _____

V. How is your job related to your community college program?
[ ] 1. Same field
[ ] 2. Somewhat related field
[ ] 3. Different field

W. If you are employed and your job is NOT RELATED to your program of study, check the major reason below. (Check one)
[ ] 1. Could not find a job related to my program/major
[ ] 2. Better pay in field in which employed
[ ] 3. Better opportunity for advancement in field in which employed
[ ] 4. Did not want to work in the field of preparation
[ ] 5. Program of study at this college was not career-oriented
[ ] 6. Other (please explain) _____

X. When did you begin your present job?
[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

Y. If you are employed full-time, what is your current gross annual salary (before overtime, deductions, and taxes)? All responses are confidential. $_____per year.

Z. How well did your community college prepare you for employment? Preparation was:
[ ] 5. Very good [ ] 4. Good [ ] 3. Fair [ ] 2. Poor [ ] 1. Very poor

AA. For some programs we would like to contact employers to ask how well they think the community college prepared students for their job. May we contact your supervisor for this purpose?
[ ] 1. Yes. Supervisor's name and title _____

Address_____City_____County_____State_____Zip_____
[ ] 2. No

AB. If you had to do it over again, would you attend this community college?
[ ] 5. Definitely yes [ ] 4. Probably yes [ ] 3. Not sure [ ] 2. Probably not [ ] 1. Definitely not

AC. If you had to do it over again, would you enroll in the same program?
[ ] 5. Definitely yes [ ] 4. Probably yes [ ] 3. Not sure [ ] 2. Probably not [ ] 1. Definitely not

AD. What did you like best about this community college?

_____ _____

_____

AE. What changes could this community college make to improve its services and to help students achieve their goals?

_____

_____

Thank you for completing this questionnaire.
Please return it in the enclosed prepaid envelope.